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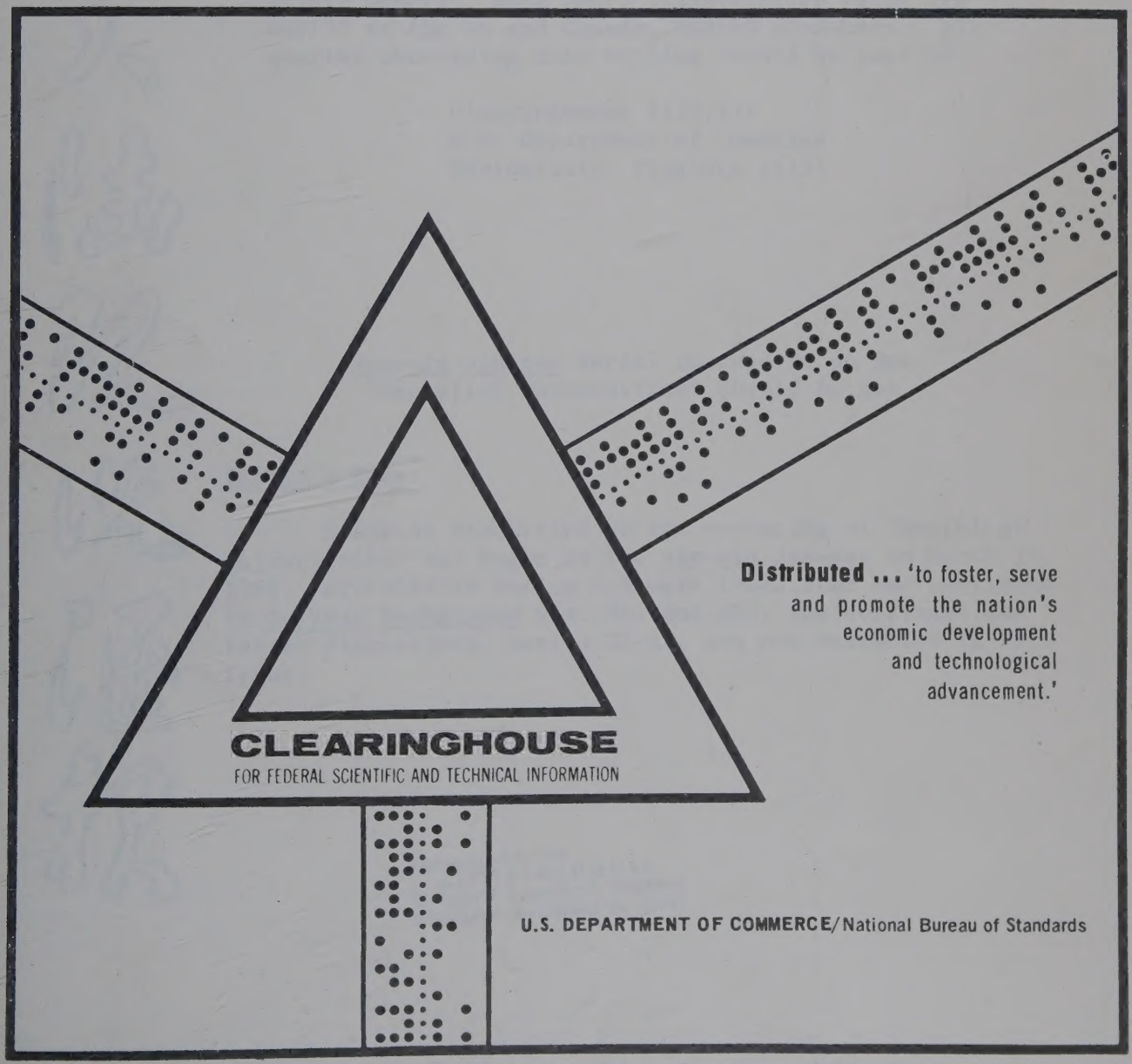
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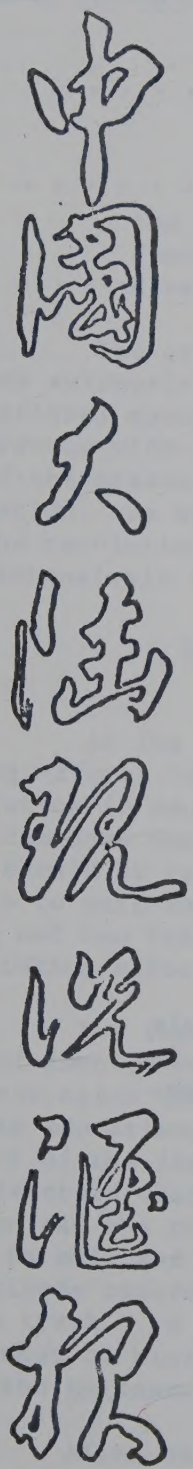

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Jen-min Jih-pao Serial Discussion on How "Socialist Universities" Should Be Run

Editor's Note:

A serial discussion of the operating of "Socialist universities" was begun by the Jen-min Jih-pao on March 29, 1969. Articles in Series I-X were translated and published in Current Background Nos. 881 and 890; the continued and latest discussions, Series XI-XV, are now assembled in this issue.

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TABLE OF CONTENTS

		Page
XI.	How To Bring Proletarian Politics to the Fore in the Revolution in Education	1
XII.	Question of Revolution in Education Concerning the Department of Art in Universities	8
XIII.	How to Handle Correctly the Question of "Specialty of the Right Diameter"	15
XIV.	The Department of Arts Must Regard the Whole Society as Its Own Factory	26
XV.	Liberal Arts Colleges Must Carry Out Revolutionary Mass Criticism	37

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Unless otherwise indicated, these materials are full translations of articles appearing in Chinese Communist newspapers or releases emanating from Chinese Communist news agencies.

XI. How To Bring Proletarian Politics to the Fore in the Revolution in Education

(Peking Jen-min Jih-pao, September 11, 1969)

Penetratingly Carry Out Mass Criticism in the Revolution in Education

by

the Workers' Propaganda Team and the PLA Propaganda Team Stationed at Shenyang Medical College and the Revolutionary Committee of Shenyang Medical College

The great leader Chairman Mao teaches us: "In the great proletarian cultural revolution a most important task is to transform the old educational system and the old principles and methods of teaching." In accordance with this teaching of Chairman Mao's, we have extensively mobilized the masses and courageously carried out the practice of revolution in education. By way of practice we have profoundly come to understand that in the revolution in education, it is necessary to carry out ceaselessly and intensively revolutionary mass criticism.

Mass Criticism Arouses the Enthusiasm of the Teachers and Students for Revolution in Education

At the beginning of the year we advocated that simultaneously with making efforts to carry out to the letter the policies of the Party, the revolution in education should be put in the proper place. At the time, some comrades declared: "Since we are not clear how the revolution in education should be carried out and how universities should be run, it is better for us to wait and see. Let other fraternal colleges blaze the trail, and it is not too late for us to act when 'the meal is prepared'." This kind of thinking affected the progress of the revolution in education.

For the sake of unifying the leading thought and accelerating the pace of revolution in education, we organized all the people to study over and over again Chairman Mao's series of instructions concerning the revolution in education, criticize the passive mood of "wait and see" and the thought of the lazybone to "feed on a prepared meal." All the people came to understand that only by carrying the revolution in education through to the end can the proletariat solidly occupy the educational front. Standing still to wait and pushing forward represent two distinctly different kinds of attitude toward the revolution in education. It takes man to leave a beaten track. A socialist university cannot be born by waiting, and the trail must be blazed by the masses in the practice of revolution in education under the guidance of Mao Tsetung thought.

After unifying the ideological understanding of the leading members, we penetratingly mobilized the broad masses of revolutionary teachers and students to carry out revolutionary mass criticism and wipe out the pernicious

influence of the counterrevolutionary revisionist line in education, such as the "theory of it is useless to go to school," the "theory of it is a misfortune to be a teacher," etc. We went further to carry out to the letter Chairman Mao's various proletarian policies and mobilize all positive factors, and entwined the leading cadres, the revolutionary teachers and the revolutionary students into a three-ply rope, thus leading to the prompt emergence of a new phase in the revolution in education. From such practice we have come to understand profoundly that a new phase of the revolution in education can be created by daring to lead, opportunely summing up things, giving positive leadership and penetratingly carrying out revolutionary mass criticism.

Penetratingly Criticize the Ideas of "Vocational Skill in Command," Daring Not To Grasp Vocational Skill, Etc.

Chairman Mao teaches us: Politics is the commander and the soul. "Political work is the life-blood of all economic work." Under the rule of big renegade Liu Shao-ch'i's counterrevolutionary revisionist line in education in the past, the capitalist roaders and the bourgeois reactionary academic "authorities" made every effort to advertize "first place to vocational skill" and "vocational skill in command." They opposed bringing proletarian politics to the fore and lured the students into taking the white expert road of the bourgeoisie. By way of carrying out revolutionary mass criticism, the broad masses of revolutionary teachers and students raised their consciousness of the class struggle and the struggle between the two lines and made up their minds to bring proletarian politics to the fore in accordance with Chairman Mao's teaching.

However, there also emerged at the time another tendency, and some leading cadres and teachers dared not grasp vocational skill. We were of the view that this thought of fearing to grasp vocational skill was essentially a passive attitude adopted toward bringing proletarian politics to the fore and placing politics in command of vocational skill and was another form of expression of "bringing vocational skill to the fore" and "first place to technique." This showed that our revolutionary mass criticism had not been carried out deep enough. The bourgeois ideology exists objectively and should you not criticize it, it would spread poison. In light of such erroneous ideology, we organized the broad masses of revolutionary teachers and students to study conscientiously Chairman Mao's statements concerning the relationship between politics and vocational skill and Vice Chairman Lin's relevant instructions, integrate themselves with reality and carry out revolutionary mass criticism. We explicitly stated: It is in contravention of Chairman Mao's teaching for us to see only the antagonism but not the unity when handling the relationship between politics and vocational skill. We study in order to defend Chairman Mao's revolutionary line, consolidate the proletarian dictatorship, guard against capitalist restoration and acquire ability to serve the workers, peasants and soldiers. We call on the broad masses of the revolutionary teachers and students to teach and learn for the revolution and to push forward the revolution in education.

By way of carrying out revolutionary mass criticism, all people have come to understand that the root of "bringing vocational skill to the fore" and "not daring to grasp vocational skill" lies in "placing vocational skill in command" as advertized by big renegade Liu Shao-ch'i, and it must be thoroughly criticized. At the same time, all people have come to understand that only by ceaselessly carrying out revolutionary mass criticism and correctly establishing the relationship between politics and vocational skill can the forward development of the revolution in education be effected in the direction pointed out by Chairman Mao.

Thoroughly Criticize the Thought of Detaching Theory from Reality

In the past, big renegade Liu Shao-ch'i and his agents in the cultural, educational and health systems advertized "theory above everything else" and "first place to books," thus causing the grave departure of theory from reality. The students of pathology did not know how to prevent and cure diseases and the students of pharmacology were unable to prescribe medicines. When the poor and lower-middle peasants asked a teacher of pathology to treat a patient, he said: "I teach only theories and do not know how to treat diseases. I can help you by sending him to a hospital." The poor and lower-middle peasants angrily declared: "Since you lecture on diseases and the students trained by you are 'doctors', how comes it that you do not know how to treat diseases?" In the course of making revolutionary mass criticism, the revolutionary teachers listed many such facts and they angrily accused the revisionist line in education of the criminal act of detaching theory from reality by advertizing "theory above everything else" and "first place to books."

However, after criticizing the erroneous tendency to detach theory from reality, there also appeared another tendency. Among some teachers, there emerged such erroneous ideas as "theory is useless," "it is reactive to teach theory," "it is dangerous to teach theory," etc. We held that the emergence of this tendency was a reflection of the struggle between the two lines in the revolution in education. The academic system and academic thinking of the bourgeoisie cannot be completely solved at one stroke. The appearance of such ideas as "theory is useless" and "it is dangerous to teach theory" among some people was essentially still an expression of their sympathy for the old things after such fallacies as "theory is above everything else" and "first place to books" had been criticized. We therefore further mobilized the broad masses of revolutionary teachers and students to carry out revolutionary mass criticism against the bourgeois academic system and the question of detaching theory from reality.

We have also organized the broad masses of the revolutionary teachers and students to study conscientiously Chairman Mao's "Reform Our Study," "On Practice" and other illustrious works, and to understand correctly the relationship of the antagonism and unity of theory and practice. Chairman Mao teaches us: "If you want knowledge, you must take part in the practice of changing reality." Practice is the source of theoretical knowledge and is also the yardstick for examining theory. We must pay great

attention to practice, give an important position to practice. But we cannot go to the other extreme because of this by wanting only practice but not theory, by wanting only "to attend to patients" but not "to teach theory." Chairman Mao teaches us: "Theory is based on practice and in turn serves practice." Consequently, it is likewise also extremely wrong to reject theory by saying that "theory is useless," thus making practice so thoughtless as to depart from the guidance of correct theories.

By way of repeatedly studying these great instructions of Chairman Mao's, we have heightened the understanding of the revolutionary teachers and students, swept away the ideological obstacles and gradually integrated theory with practice at the time of mapping out new teaching plans and compiling new teaching materials.

*

We Can at No Time Loosen Our Grip on Revolutionary Mass Criticism

by

the "Educational Revolution Unit" of the
Workers' Propaganda Team Stationed
at East China Textile College

Not long ago, the educational revolution exploratory team of our school went to factories to innovate "high-speed looms" together with the workers and to explore ways for realizing the "three-in-one" combination of teaching, scientific research and production in socialist textile universities. However, because some comrades neglected to study Chairman Mao's thought on revolution in education and to criticize and repudiate big renegade Liu Shao-ch'i's revisionist line in education, and they were too eager for success, for results and for experience, they took a roundabout way as a result. Some fellow students took part in exploring the revolution in education with the motive of "learning more technical knowledge." They said that they should "learn more things" because "it won't do for a university graduate not to be strong in some vocational skill." Consequently, they did not actively take part in revolutionary mass criticism but merely delved into vocational books.

When a comrade of the exploratory team was sent back to the school to attend a course of study in "carrying out policies to the letter," he thought that he was "at a disadvantage" because he could learn more things in the detachment. When he returned to the exploratory team one month later, because he was bent on catching up with other students in "vocational progress," he actually violated the operational rules and dismantled and assembled a loom behind the back of the master workman. As a result, he broke the beam of the loom. Seeing the accident, the master workman was so vexed that he said meaningfully: "It is necessary to rub away the rust when assembling a machine and it is also necessary to rub away the ideological

rust when making revolution. The revolution in education cannot be adulterated with any selfish idea."

In light of these circumstances, we carried out revolutionary mass criticism. Everybody came to know that politics is the commander and the soul and that the relationship between politics and vocational skill is forever one between the leader and the led. In our school, the thorough criticism of the ideological system of bourgeois education remains to be a battle to storm heavily fortified points. In the past, the capitalist roaders of the school, flaunting the banner of "toeing the line of Moscow Textile College," openly advertized the revisionist stuff of giving first place to vocational skill so as to gain fame and prestige. Even some well-known labor models of the textile system were greatly harmed after studying a few years in our school. Consequently, should we fail to carry out to great depth the revolutionary mass criticism, to persist in putting Mao Tsetung thought in command of the whole course of revolution in education and to wage struggle against the erroneous tendency, our school would once again go astray by detaching itself from politics, reality and production, and engrossing itself in the study of vocational skill.

In the course of mass criticism, everybody has come to understand that it is wrong to entertain the thought of cutting oneself off from the realistic struggle in order to learn more technical knowledge. This is because in accordance with the direction pointed out by Chairman Mao, we must explore in a shorter period of time the problems of all aspects of revolution in education, make revolution against the old educational system and set up a brand-new proletarian system of education. This is a great revolutionary struggle.

To be sure, we would learn things in the course of transformation. With Mao Tsetung thought as weapon, we should thoroughly criticize the old set of educational systems and teaching policies and clearly distinguish ideologically what is Chairman Mao's revolutionary line and what is the revisionist line in education. Should revisionist things appear before us in disguised forms, we should also be able to see through and expose them at once. In this way, we can learn things basically. If in the course of exploration we simply consider how to get hold of more vocational and technical knowledge and regard our exploration into the revolution in education as an opportunity to hunt for more scientific knowledge, then this shows the pernicious influence of the revisionist line in education--"'first place to vocational skill' and technique in command"--has not been wiped out. A success cannot be made of the revolution in education with such a goal.

We clearly learn from this the urgent need to wipe out the pernicious influence of Liu Shao-ch'i's revisionist line in education and the great significance of penetrating deep into revolution mass criticism.

*

Run Socialist Universities By Bringing Proletarian Politics to the Fore

by

the Worker-PLA Propaganda Team stationed at Shantung Chemical Engineering College and the Revolutionary Committee of Shantung Chemical Engineering College

The great leader Chairman Mao points out: "It is still necessary to have universities; here I refer mainly to colleges of science and engineering. However, it is essential to shorten the length of schooling, revolutionize education, put proletarian politics in command and take the road of Shanghai Machine Tools Plant in training technicians from among the workers. Students should be selected from among workers and peasants with practical experience, and they should return to production after a few years' study." In accordance with Chairman Mao's great teaching, we enrolled in September last year more than 90 worker-university students into our school.

After admitting worker-university students into our school, profound changes have occurred in our school. The students are workers and the teaching ranks are formed on the basis of the three-in-one combination of workers, revolutionary teachers and worker-university students. Is there still the struggle between the two lines in education in such a new university? Practice proves that there is still the question of what road to take and what kind of people to foster.

When the worker-university students first came to the school, we energetically grasped class education, studied Chairman Mao's new instructions concerning the revolution in education and fiercely criticized the revisionist line in education. Everybody vowed to serve as trail blazer in the revolution in education to pave the way for admitting thousands of workers and peasants into universities.

As we made smooth headway in teaching work, we neglected political and ideological work. We felt at the time that all worker-university students were chosen from among the outstanding industrial workers and since the overwhelming majority of them were Party and CYL members, they would not have big problems politically. Consequently, we devoted our main energy to other affairs of the revolution in education.

There also emerged some living ideas among the worker-university students. For example, they held that they had no problems politically and that they came to the school mainly for the purpose of learning things. Some said: "If we fail to learn anything, we'll have nothing to hand over when we go back to the factory." There gradually appeared at the time a tendency to pay attention to vocational skill but to slight politics. Some individuals were somewhat slack in discipline and they slowed down the pace of the revolution in education. We promptly set up a study course in Mao Tsetung thought and reviewed together with the worker-university students Chairman Mao's great teaching that politics is the commander and the soul, and organized all people to discuss the following questions:

What is the political task of the workers going to university? What should they hand over to the working class after their graduation and return to their factories? All people have come to understand: We go to university for the purpose of carrying out to the letter Chairman Mao's instructions on the revolution in education, of occupying the cultural and educational front and of transforming it with Mao Tsetung thought. This is the political task entrusted us by Chairman Mao. In departure from this revolutionary demand, we'll fall prey to the pernicious influence of big renegade Liu Shao-ch'i's "first place to vocational skill" by simply wanting to "learn something." We workers will never be fooled in this way. What should be handed over to the working class on return to the factory? The worker-university students said: What we must hand over is by how much our political and ideological consciousness has been raised. We must first pass hard tests politically and strive to learn technical skill to serve socialism under the command of politics. Otherwise we would go astray. Everybody's attitude toward study should be correctly orientated through study.

Looking back over the course of carrying out to the letter Chairman Mao's instructions concerning the revolution in education in the past year, our most profound understanding is that in running socialist universities, proletarian politics must certainly be put in command.

* * *

XII. Question of Revolution in Education Concerning the Department of Art in Universities

(Peking Jen-min Jih-pao, October 15, 1969)

The Department of Arts of a University Must List Mass Criticism As a Full Course

by

the Educational Revolution Unit of South China Normal College

Chairman Mao teaches us: "There is no construction without destruction. Destruction means criticism and repudiation, it means revolution." In accordance with this great teaching, by persisting in carrying out revolutionary mass criticism in selected classes for conducting experiments in the Department of Arts, we have given impetus to the revolution in education, and brought about the ideological revolutionization of the teachers and students. Practice gives us the conviction that a tight grip on revolutionary mass criticism is one of the important measures for carrying out the revolution in education in the Department of Arts. The Department of Arts must list revolutionary mass criticism as a full course, pay primary attention to positive education, integrate the study of positive teaching material with the criticizing of negative teaching material, and closely integrate revolutionary mass criticism with the present class struggle at home and abroad. Our way of doing things and understanding are as follows:

Threading Revolutionary Mass Criticism Through Teaching from Beginning to End

In order to change the state of divorcement of the old Department of Arts from proletarian politics, we threaded revolutionary mass criticism through all teaching activities from beginning to end. In the teaching of political lessons for example, when the students studied Chairman Mao's theory concerning the continuation of the revolution under the dictatorship of the proletariat, we criticized and repudiated--in the light of the new trend of the present struggle and the living ideas of the revolutionary teachers and students--the counterrevolutionary revisionist line in education peddled by Liu Shao-ch'i as well as the "theory of it is useless to go to school" and the "theory of it is a misfortune to be a teacher." In the teaching of revolutionary literature and art and fundamental knowledge of language, when the students studied Chairman Mao's thought on literature and art and the theories in knowledge of writing and other specialties, we criticized and repudiated Hai Jui Dismissed from Office and other bad plays, some bad films and novels, Liu Shao-ch'i's counterrevolutionary revisionist line in literature and art and other reactionary theories in literature and art, and counterrevolutionary double-dealer T'ao Chu. In this way, the content of teaching in the Department of Art was closely linked with the acute class struggle in the ideological sphere.

Revolutionary Mass Criticism Changing the Thought of Teachers and Students

When selected classes for conducting experiments were first set up in the Department of Art, some students did not study with a composed mind and they wanted to beat a retreat. Some teachers were unwilling to compile teaching material for fear of making mistakes. In light of these circumstances, we paid primary attention to positive education, criticized and repudiated the ideas that "it is useless to go to school" and that "it is a misfortune to be a teacher," and turned the classroom into a battlefield for criticizing and repudiating bourgeois ideas. By way of mass criticism and repudiation, the teachers and students were made to understand that the object of the class enemy in spreading all kinds of fallacies in society was to disintegrate our fighting will. If we did not heighten our revolutionary vigilance and did not teach and study with a composed mind, we would be fooled by the class enemy.

One student at first thought that since he came from among the workers and peasants, he could not see why after he had gone to school he should be re-educated by the workers, peasants and soldiers. He wrote a report and was prepared to go home. Through criticizing and repudiating Liu Shao-ch'i's counterrevolutionary revisionist line in education, he came to understand that people go to school now in order to grasp well cultural power and serve the class struggle of the proletariat.

In the course of revolutionary mass criticism, quite a number of students were touched to the soul and were transformed ideologically. They armed themselves with Chairman Mao's theory concerning the continuation of the revolution under the dictatorship of the proletariat, and were resolved to surmount difficulties to study for the revolution and for grasping well cultural power for the poor and lower-middle peasants. The teachers who taught in the Department of Arts also learned the great significance of taking up work in selected classes for conducting experiments in the university. They laid down their ideological burden, went into battle with light equipment, boldly taught lessons, conscientiously compiled teaching material and energetically organized various teaching activities.

Wiping Out the Pernicious Influence of Revisionism in the Sphere of Specialization

By persevering in conducting revolutionary mass criticism in teaching, we have not only heightened the consciousness of the teachers and students in the class struggle and the struggle between the two lines, but also gone deep into the sphere of specialization and closely linked the teaching of the theoretical knowledge of specialties with the reality of the class struggle and the struggle between the two lines, thus enabling the content of teaching to meet the need of proletarian politics.

In view of this, it was first necessary to put politics in command of vocational skill. For example, when teaching the knowledge of writing, we first organized the students to study Chairman Mao's relevant works and

with Mao Tsetung thought as guide, criticized and repudiated counter-revolutionary double-dealer T'ao Chu and his poisonous weed Ideals, Integrity and Spiritual Life. The students were thus made to understand that writing articles is always linked with certain political objective and always serves a given political line. Any method of writing or writing skill is in the service of certain political content. The students said in reflection: "Studying specialized knowledge by way of revolutionary mass criticism gives us deep impressions and a clear orientation."

Second, it is necessary to strengthen the revolutionary teachers and students' idea of class struggle and struggle between the two lines, heighten their ability to distinguish fragrant flowers from poisonous weeds and train their ability to criticize and repudiate the bourgeoisie. In what respect is a poisonous weed poisonous? How does it poison the people? Without waging struggle, we cannot distinguish and overcome it. For example, quite a number of students had seen and even participated in the staging of a certain bad play which was eulogized as a "fine performance" in the past, and they all thought it was a good play. In the course of studying Mao Tsetung on Literature and Art, we used this bad play as the target for criticizing Chou Yang and company's fallacy of "portraying middle characters," thus wiping out the pernicious influence of revisionism. By way of mass criticism, the teachers and students have come to see even more clearly the gravity of the class struggle in the cultural and ideological sphere and to understand clearly the great significance of grasping well cultural power for the proletariat.

Perseverance in revolutionary mass criticism has energetically promoted the enthusiasm of the revolutionary teachers and students for the living study and application of Mao Tsetung thought, strengthened their consciousness in studying for the revolution and greatly reinforced the militancy of teaching in the Department of Arts. By way of revolutionary mass criticism and of studying literature with the vivid idea of class struggle in mind, the students have quickly heightened their ability to analyze and solve problems. The teachers in the Department of Arts have also made new progress in ideological remolding in the revolution in education.

*

We Have Experimented with the Running of Workers' Study Courses in Liberal Arts

by

the Workers' Propaganda Unit of Shanghai 7029 Factory stationed at the Educational Reform Team of the Department of Art of Futan University and the Educational Reform Team of the Department of Art of Futan University

How should the proletariat completely remold the department of arts of universities and how should the department of art of socialist universities be run? With this question in mind, the Educational Reform Team of the Department of Art of Futan University went to Shanghai 7029 Factory early last year. Re-educated by the workers, peasants and soldiers on the one hand and backed by the revolutionary committee of the factory on the other, the Educational Reform Team--in accordance with the great leader Chairman Mao's teachings that colleges of science and engineering must "take the road of the Shanghai Machine Tools Plant in training technicians from among the workers" and that "the working class must exercise leadership in everything" --experimented with the running of a workers' study course in liberal arts and enrolled in it 31 outstanding workers. The workers amicably called this study course "our college of liberal arts."

This workers study course in liberal arts had a number of characteristics:

(1) Chairman Mao's works were taken as the fundamental teaching material and the class struggle as the principal subject to foster the students' ability to conduct investigation and study, criticize and repudiate the bourgeoisie and carry out mass work.

(2) Teaching proceeded from practice to enable the worker-students to master the pen and take part in ideological struggle as soon as possible. For example, after Chairman Mao's instruction, "Historical experience merits attention" was transmitted to the lower level, the revolutionary committee of the factory at once organized the study course in liberal arts to investigate the history of the struggle between the two lines in the factory. They energetically compiled "Chairman Mao on the Struggle Between the Two Lines within the Party" and "Chairman Mao on Investigation and Study" for use as teaching material, and wrote articles to criticize and repudiate the counterrevolutionary crimes of big renegade Liu Shao-ch'i.

(3) The principle of integrating education with productive labor was at all times adhered to. The students devoted two-thirds of their time every week to participate in the struggle for production and the class struggle in their own workshop and one-third of their time to study in class. They studied with problems in mind and applied what they had learned at the lower level. They brought experience to the higher level for circulation and their tasks to the lower level to carry out the fight. In the course of bringing things "up and down," the students were trained to analyze and solve problems with Mao Tsetung thought. One workshop was a unit with "longstanding, big and difficult problems." The students from this workshop made living study and application of Chairman Mao's viewpoint concerning classes and class struggle, wrote an article called "On Class Struggle in the Workshop," located the key to the "longstanding, big and difficult problems," and brought about the development of the workshop movement.

(4) The school was run democratically. At intervals, the leading group held study courses centering on carrying out to the letter Chairman Mao's instructions on revolution in education. All worker-students attended these courses to sum up conscientiously the experience and lessons gained and learned in teaching over the previous period and they suggested ways for improvement. For example, eight courses of study were started at first, and much was taught in each period. The worker-students complained, and these courses were later simplified into three courses--political education, Mao Tsetung thought on literature and art and writing--in accordance with the principle of linking theory with reality and of less but finer. The leading group constantly went to different workshops to solicit views. An old worker said with deep feeling: "In former days, universities were in the hands of bourgeois intellectuals who exercise dictatorship over us workers, peasants and soldiers. Now, universities are run by us workers, books are written for us workers and classes are held for us workers. We feel secure and are satisfied."

(5) Worker-teachers were trained. At present, we have trained six teachers from among the workers. The worker-teachers have profound proletarian feelings and rich practical experience, and the things they teach are lively, popular and easy to understand. For example, a worker-teacher taught "commentary" saying: "Some comrades feel that they are given a thorny job whenever they are asked to write a commentary. In point of fact, there is nothing mysterious about writing commentaries because each vine bears its own flowers and each class talks its own language. We have our own views regarding things around us. We often discuss such things and record our views in writing. This is a commentary. Our view toward a play is a commentary on drama. The discussion of a living idea is an ideological commentary." The worker-students said: "Such a lesson finds its way into our hearts."

Through the practice of running workers' study courses in liberal arts, we are of the view that the department of art of a socialist university must from now on also take the road of the Shanghai Machine Tools Plant as pointed out by Chairman Mao. It should do the following things:

Set up a leading body formed with the representatives of the workers' propaganda team, the PLA propaganda team, students from among workers, peasants and soldiers, revolutionary cadres and revolutionary intellectuals, hold high the greater red banner of Mao Tsetung thought, grasp well living study and application of Chairman Mao's works, conscientiously arm the heads of the students with Chairman Mao's great theory on continuing the revolution under the dictatorship of the proletariat, ceaselessly raise the political consciousness of the worker-peasant-soldier students with practical experience, and mobilize the masses to take part in the management of schools.

The object of the school is to train ordinary laborers who are boundlessly loyal to Chairman Mao, who wholeheartedly serve the workers, peasants and soldiers and who are capable of combating the bourgeoisie in the ideological sphere.

It is necessary to smash the divorcement of the old universities from proletarian politics, reality and productive labor, take society as a classroom, adopt the method of hooking up factories with schools and factories with communes, and establish permanent teaching bases for learning industrial work, farming and military affairs. The students should "study as they carry out production" and truly comply with Chairman Mao's teaching: "While their main task is to study, they should in addition to their studies learn other things, that is, industrial work, farming and military affairs. They should also criticize the bourgeoisie."

*

Science of History Must Serve Class Struggle

by

the Reporting Group of the Revolutionary
Committee of Liaoning University

The science of history has a vivid class character and is a science of class struggle. An important task of history teaching is to let history serve realistic class struggle.

In accordance with Chairman Mao's teaching that "it is essential to shorten the length of schooling, revolutionize education, put proletarian politics in command and take the road of the Shanghai Machine Tools Plant in training technicians from among the workers," the revolutionary teachers and students of the Department of History of our school, in conjunction with taking part in the realistic struggle-criticism-transformation movement in the countryside, ran a study course in the history of the struggle between the two lines in the countryside at Wangchia Brigade, Lichia Commune. The study course enrolled 14 students comprising brigade and production team cadres and educated youths sent to the countryside who had gained practical experience in the three great revolutionary movements, and the workers, peasants and soldiers formed a leading teaching group and served as teachers. The revolutionary teachers and students of the school also assumed the task of teaching some specialized subjects. They were re-educated by the workers, peasants and soldiers as they taught.

At first, the study course did not teach Chinese ancient history. But at the time of studying the history of class struggle in the countryside, the students urgently wanted to comprehend the history of the revolutionary struggles of the Chinese peasants. Therefore, the study course set up a course in the "history of Chinese peasant wars" principally for the purpose of explaining Chairman Mao's "The Chinese Revolution and the Chinese Communist Party." At the same time the historical facts of the peasant uprisings led by Ch'en Sheng, Wu Kuang, the Yellow Turban Band and Huang Ch'ao since the Ch'in Dynasty were studied.

Because the students had a clearcut target in study, realistic experience in the class struggle and profound proletarian feelings, they gained a deeper comprehension of things and were able to make the past serve the present. Some students said that after studying the history of peasant wars, they learned the glorious tradition of the Chinese people's revolutionary struggle and truly comprehended the great significance of Chairman Mao's teaching that "it was the class struggles of the peasants, the peasant uprisings that constituted the real motive force of historical development in Chinese feudal society." They also came to understand that the peasant wars failed in history because there was no working class to lead them and no correct revolutionary theory to guide them at that time. We are able to win victory in the democratic revolution and the socialist revolution today because we have Chairman Mao's wise leadership and are brilliantly guided by Mao Tsetung thought.

By way of practice, we have come to understand that the teaching of history must be closely linked with the reality of the class struggle, otherwise we know not true history and cannot make the science of history serve proletarian politics.

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XIII. How To Handle Correctly the Question of "Specialty of the Right Diameter"

(Peking Jen-min Jih-pao, October 29, 1969)

Jen-min Jih-pao Editor's Note:

Some colleges and schools are selecting, in accordance with their own specialties, production units of the right diameter for carrying out the revolution in education. However, the understanding in respect of how to handle correctly specialty of the right diameter is still at variance. The following articles are published for general discussion.

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The Key Lies in "Ideology of the Right Diameter"

by

the Educational Revolution Unit of
Hofei Industrial University

Humbly to accept re-education by workers and poor and lower-middle peasants and take the road of forming one with the worker-peasant masses is the fundamental path for the ideological revolutionization of the intellectuals as pointed out by Chairman Mao and is also the most important question in making a success of the proletarian revolution in education.

Through going to rural areas and factories in the past few months, the teachers and students of our school have deeply come to understand that if we do not give first place to re-education by workers and poor and lower-middle peasants and do not grasp the ideological revolutionization of ourselves, if we merely emphasize "specialty of the right diameter" but are ideologically at odds with the worker-peasant masses, if we have not the stand, ideology and feeling of the worker-peasant masses, then we definitely cannot carry out successfully the proletarian revolution in education. What is called right diameter refers first of all to ideology of the right diameter.

At first, because some comrades have no clear understanding of the basic task of the proletarian revolution in education, they emphasized for a time the need for "specialty of the right diameter." They held that "specialty of the wrong diameter will lead the revolution in education to nought." In view of this living idea, we organized all people to study Chairman Mao's series of brilliant instructions of relevance to the proletarian revolution in education, and to criticize fiercely Liu Shao-ch'i's counterrevolutionary revisionist line in education. Everybody came to understand that the proletarian revolution in education is a great political revolution and great ideological revolution, and that its fundamental objective is to realize the ideological revolutionization of man. If so-

called "reforms" were carried out in the matter of teaching in departure from the ideological revolutionization of man, then although things would appear to be of the "right diameter," yet since the world outlook, ideas and sentiments were still old ones, no matter how things were reformed, only the old set of methods could be used and we could never jump clear from the old conventions of the old educational system of the bourgeoisie. This would truly come to "nought."

Facts prove that after coming to the countryside and factories, by giving first place to humbly accepting re-education by workers, peasants and soldiers, the revolutionary teachers and students have energetically grasped the ideological revolutionization of man, and with their thoughts and feelings changed, greater achievement can be obtained in the revolution in education. Conversely, if "ideology of the right diameter" were not first emphasized, even though they had come to factories and units of a nature identical with their own specialty, they also would feel that such units were not of the right diameter.

For example, the sending of some cadres of the Department of Science to the machine works could be regarded as of the "right diameter for their specialty." However, because the question of ideological understanding had not been solved, when they were assigned to the feeding workshop to cut rods, they regarded this as the "misuse of their talents," felt that such work was not of the right diameter for their specialty, and suggested that they be assigned different types of work by rotation. Later, the question of "ideology of the right diameter" was first solved by means of ideological education before the question "specialty of the right diameter" was solved. In the course of performing labor, they took the initiative to improve the steel rod cutting method, thus raising work efficiency three times and winning the approval of the master workman. At the time of summing up their work, these comrades said with feeling: "Of this and that kind of right diameter, the key lies in ideology of the right diameter."

"Self-interest" was actually the mischief player in the minds of some comrades who emphasized "specialty of the right diameter." They wanted to go to a factory handling a line similar to that of their specialty to learn some technique so as to get hold of an "iron rice bowl." After they came to the factory, because they were bent on learning technique, they were fastidious in work and feared hardship and fatigue. Later, the master workman fiercely criticized Liu Shao-ch'i's fallacies of "first place to technique" and "vocational skill in command" together with them, thus giving them a course of class education. They then came to understand that it was most dangerous for one to idolize technique. They expressed their determination to cast away their selfish ideas, humbly accept re-education, thoroughly remold their world outlook, and be proletarian intellectuals welcomed by the workers, peasants and soldiers.

In the course of going to rural areas and factories, whether emphasis is given first to "specialty of the right diameter" or "ideology of the right diameter" essentially reflects in the minds of our comrades

the struggle between the two classes and the two lines in the revolution in education. The proletarian revolution in education seeks to give first place to bringing proletarian politics to the fore and the ideological revolutionization of man. The question of "ideology of the right diameter" must be solved first before we can talk of "specialty of the right diameter" in the true sense.

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A Good Way To Explore the Revolution in Education

by

the Educational Revolution Unit of
Hofei Industrial University

After spending several months at the Huainan Colliery to take part in productive labor and to be re-educated by the working class, the revolutionary teachers and students of the Chemical Engineering Department of our Hofei Industrial University came in the first ten days of April this year to the Hofei Chemical Engineering plant to carry out the revolution in education of the right diameter and to be re-educated again by the working class. We adopted the appropriate specialty of the right diameter to carry out exploration in the revolution in education, and our object was to derive from practical struggle a set of plans for running a socialist university that met the need of the three great revolutionary struggles and the need for the development of production and science.

Carrying Out Teaching Activities in Conjunction with Actual Production To Enable Students To Learn Truly Useful Knowledge

At first, the teachers and students of the Chemical Engineering Department had misgivings about carrying out teaching activities in conjunction with actual production. They feared that such study had its limitations and could not meet the need of work in the future. Some students declared: "The object of our Industrial University is to train personnel for the whole country, and we cannot meet the needs of the chemical fertilizer plants all over China even when we learn all the know-how of the Hofei Chemical Fertilizer Plant." Some teachers also held the same view. In view of such misgivings among some teachers and students, the Workers' Propaganda Team organized the teachers and students to study Chairman Mao's "On Contradiction." In this illustrious writing Chairman Mao pointed out: "The universality of contradiction is embodied in the particularity of contradiction." Like a gold key, Chairman Mao's teaching unlocked the hearts of the teachers and students.

For the sake of exploring problems of universal significance in the sphere of teaching, the teachers and students took part in production practice together with the master workmen. They first acquainted themselves with the

production of typical products and the problems in existence. They then conducted teaching activities in the light of the problems encountered in the actual production of typical products so that the students might master the essential theoretical knowledge and after that return to production practice to solve production problems together with the master workmen. They employed the teaching method of linking theory with practice through "practice, knowledge, more practice, more knowledge" to smash the old teaching method that severed theory from practice in the past, thus reaping prompt results.

For example, because the Dimethoate Workshop needed to use the method of distillation to recover methyl alcohol, the teachers and students conducted teaching activities on this question together with the master workmen. They explained the basic theory of distillation and designed and calculated the operational method, thus enabling the students to master the process of production through distillation and solve the question of recovering methyl alcohol.

Through repeated practice, the teachers and students of the Chemical Engineering Department gradually learned to conduct teaching activities in conjunction with production practice. They stated with deep understanding that although they had learned 30 or more subjects in the Chemical Engineering Department in the past five years, yet they could not use what they had learned because teaching was divorced from production practice. By conducting teaching in conjunction with practice, provided the students think in terms of serving the people with a whole heart, master the fundamental knowledge of chemical engineering production and the theoretical knowledge of their specialty, acquire practical experience in the production of typical products, have the ability to analyze practical problems and are closely integrated with the working masses, they can infer the other three corners by raising one corner of the subject, solve the practical problems encountered in production, and translate the knowledge they have learned into truly useful knowledge. In this way, the principle of less but finer can be implemented in the true sense.

Promoting Teaching, Production and Scientific Research Work By Integrating the Revolution in Education with Technical Revolution

Together with the master workmen, the teachers and students of the Chemical Engineering Department have also solve some practical problems in production through carrying out the revolution in education and conducting teaching activities by integrating technical innovation with technical revolution.

Prior to the great cultural revolution, because the Hofei Chemical Fertilizer Plant was under the rule of the revisionist line in operating enterprises and the manipulation of the bourgeois technical "authorities," the Dimethoate Workshop failed to solve satisfactorily many important problems in the production of dimethoate (an organic phosphorous insecticide).

Valuable industrial chemicals went down the drains for nothing, and the cost of production of dimethoate was also very high. In order to overcome this impasse, the Party committee of the plant and the workers' propaganda team stationed at the department organized the teachers and students to carry out revolutionary mass criticism together with the master workmen in the plant, thus arousing the intense hatred of the teachers and students against the revisionist line in operating enterprises.

After analyzing and studying things together with the master workmen, the teachers and students decided to solve first a number of innovation projects that urgently needed to be solved. If the bourgeois technical "authorities" were relied on, it would take two years to conduct experiments on a small scale, prepare designs and drawings, obtain the approval of the chief engineer, purchase and install equipment and test the machine before these innovation projects could be commissioned for production. In this technical innovation activity, the teachers, students and master workmen rode the strong east wind of the "9th Congress" in accordance with Chairman Mao's teaching, "Persist in putting politics in command, strengthen the leadership of the Party, extensively launch mass movements, carry out two participations, one transformation and three-in-one combination and promote technical revolution on a large scale." Harboring hatred toward big renegade Liu Shao-ch'i's counterrevolutionary revisionist line, making use of old material and original equipment to the full extent, and under the unified leadership of the Party committee and revolutionary committee of the plant, the teachers and students together with the technicians were closely integrated with the master workmen. Linking theory with reality, they studied as they conducted experiments, and it took them only two months to complete all projects. The workshop is required to create every year chemical products worth several hundred thousand yuan, and has lowered the production cost of dimethoate.

In the process of completing these innovation projects, the broad masses of teachers and students have fostered the revolutionary spirit of daring to think, to speak and to act, learned knowledge that cannot be learned in school and from books, and tempered their ability to solve practical problems.

From equipment to technology, these innovation projects are all new to the teachers and students of the Chemical Engineering Department. Through learning the relevant theoretical knowledge together with the teachers and students, the master workmen have raised their theoretical knowledge and created conditions for the workers to mount the university rostrum. In the past, because theory is divorced from reality in the university, the new techniques in production could not be opportunely reflected in the teaching material and some teaching material was extremely antiquated. These innovation projects have created conditions for the teachers and students to compile new teaching material together with the master workmen, thus facilitating the better integration of teaching, production and scientific research.

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It Is Necessary To Liberate Thought from Old Conventions

by

the Educational Revolution Detachment of Hsiaot'angshan Farm Machinery Plant, Peking College of Agricultural Machinery

Our detachment went early in June this year to the Hsiaot'angshan Farm Machinery Plant in Ch'angp'ing hsien to conduct exploration into the revolution in education. In accordance with the orientation of taking the road of the Shanghai Machine Tools Plant in training technicians from among the workers as pointed out by Chairman Mao, the way of thinking at that time was to explore certain concrete problems in relation to how the College of Agricultural Machinery should be run--for example, the source of students, the content of teaching, the building of the teaching ranks, etc. After a period of practice, all came to understand that the correct solution of these problems was closely related with the orientation of the operation of the school and the establishment of specialties.

For the sake of unifying thought, clarifying the orientation and continuing with the exploration, we recently returned to the school to spend more than one week in study and summing up things.

In the course of summing up things, some comrades were of the view that our College of Agricultural Machinery should in future face the farm machinery plants at the hsien, administrative district and provincial level and train technicians principally for farm machinery plants at the hsien level. In compliance with this direction, we should go on to feel out at this plant experience in running a new-type of agricultural machinery college for training technicians for farm machinery plants at the hsien level.

Some other comrades disagreed with this view and they said: "Since we deal with the designing and manufacture of agricultural machinery and this plant is not charged with the task of designing agricultural machinery, how can we feel out experience in regard to how our specialty should be run?" Some of them said: "It would not be bad at all if we could train technicians from among workers in a hsien agricultural machinery plant up to the secondary vocational school level. Is the experience in revolution in education derived from a hsien plant of much benefit toward how our college should be run?" In short, these comrades felt that it was not ideal for them to explore the revolution in education at this hsien agricultural machinery plant, and they doubted and had not enough confidence in the usefulness of continuing with the endeavor.

What caused such doubt and lack of confidence?

These comrades thought: Our school was formerly under the direct control of a ministry of the State Council and was run for training designing and manufacturing technicians for big factories. In future, it will

most probably still be required to train such technicians for factories under the ministries of the Center, and we are not doing work of the right diameter by exploring this road in a hsien factory.

How should this question be understood and solved? After discussion, the majority of comrades were of the view: Our purpose in carrying the revolution in education is to establish gradually the proletarian educational system by means of completely reforming the old educational system and policy and method of teaching through the exploration and practice of the broad revolutionary masses. In the past, certain specialties in some colleges and schools were established according to the concrete conditions of China. However, the specialties established by many colleges and schools were seriously divorced from the three great revolutions, and they must be thoroughly reformed with Mao Tsetung thought. Consequently, our exploration in the revolution in education should not be restricted to the confines of a school or a specialty, thus setting conventions for ourselves, but should take the question of how socialist universities should be run as its own target of exploration. We must keep the whole in mind, shatter the shackles of the original specialties and our school, and decide afresh in what direction the school should be run and what specialties should be established.

Taking our Peking Agricultural Machinery College for illustration, it most likely would still assume the special task of training technicians for big factories in the educational system of agricultural machinery, but this does not prevent us from gathering experience for agricultural machinery colleges for training technicians for hsien agricultural machinery plants. From the exploration made by our detachment at the former stage, we are of the view that from now on, our agricultural machinery college must take the training of technicians for hsien agricultural machinery plants as its principal task. Our view is based on the fact that hsien agricultural machinery repairing and manufacturing plants are being planned for construction or are under construction in many places throughout the country. This is a great undertaking for carrying out to the letter Chairman Mao's great instruction "Be prepared against war, be prepared against natural disasters and do everything for the people" and his instructions on agricultural mechanization, and is also an important measure for further consolidating the worker-peasant alliance, developing industrial and agricultural production and strengthening the proletarian dictatorship.

Apart from the newly constructed hsien agricultural machinery plants that will need a large number of agricultural machinery technicians, a large number of the existing hsien agricultural machinery plants which are in the course of filling out and raising standards will also advance new demands for the training of agricultural machinery technicians. As regards the technicians needed by hsien agricultural machinery plants, the requirements are also rather high, and it is not true that people of the secondary vocational school level are good enough as some people claim. It is not so easy and may be even more difficult to train such personnel compared with the training of specialized personnel for big factories.

Consequently, when considering whether a specialty is of the right diameter, it is not possible to consider only the right diameter for the original specialty. Instead, we must dare to think and act and courageously explore things under the guidance of Mao Tsetung thought, and in accordance with the new situation and need of the revolution and production, we must courageously define the new direction and new content for exploration, and liberate our own thought from certain old conventions.

These views of ours may be wrong and it is hoped that all of you will discuss them.

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Our Comprehension and Knowledge of Specialty of the Right Diameter

by

the Educational Revolution Unit to Wuhan College of Water Conservation and Electric Power

In the course of explorating the revolution in education, the various detachments sent by our college have all come across the question of whether a specialty must be of the right diameter. By way of their practice in the revolution in education in the past few months, all people have come to understand clearly that in going to the lower level to run classes for conducting experiment at selected spots, the common task of the detachments is to carry out the proletarian revolution in education and explore how socialist universities should be run, but definitely not simply to find a way out for a particular school, a particular specialty or an individual.

Whether or not a specialty is of the right diameter is saliently manifested in the question of spots selected by the detachments. At first, some comrades emphasized that the specialty must be of the right diameter, otherwise there would be no way for conducting exploration. By way of practice, we came to understand that in selecting spots, the detachments could not lay too much emphasis on going to factories and work sites of the right diameter for the specialty, and that it would do so long as the spots are of a kind mainly in step with the specialty.

On the one hand, it is truly necessary to explore the way of conducting revolution in education according to the specialty of the right diameter, because this is advantageous to bringing into play the role of the teachers and students in production, better integrating them with productive labor, the establishment of specialties and the improvement of the curricular content and teaching method, and also to exploring ways for reforming the school system. After a detachment of the Water Conservation Department of our college came to Ch'ungyang hsien, in the course of performing productive labor, it put forward quite a number of suggestions for improving the distribution of the premises and the installation of the machine units of a certain hydro-

electric plant. It also compiled new teaching material through running a hydro-electric training course.

On the other hand, however, too much emphasis also cannot be laid on specialties of the right diameter. First, because quite a number of specialties established in the old universities were copied from capitalism and revisionism, some specialties were too finely and narrowly divided, and some specialties were completely divorced from the reality of socialist construction in China, when the students left school following graduation, they often could not cope with the production demand. Second, in the course of investigating many problems on how socialist universities should be run, it is found that since the establishment of specialties is closely related with the development of the cause of building socialism, specialties must be established according to the need of socialist construction, and it is not possible to make socialist economic construction to cope with the original specialties already established.

On the basis of conducting extensive social surveys, the detachment sent by our college to Kuanghua hsien advanced the idea of setting up a specialty in rural electrification in our college in accordance with the need of the poor and lower-middle peasants in the broad countryside, thus breaking the boundaries of several specialties in the original Electric Power Department and making a daring attempt to initiate construction in destruction. This is an example.

The question of whether or not a specialty is of the right diameter has also something to do with the teachers and students paying too much attention to the things they had learned in the past. The participant teachers and students in a detachment of our college are drawn from different specialties and teaching research units. At first, some people clung to the idea of specialization as they carried out revolution in education. For example, when they went to the lower level to run a class for conducting experiment at a selected spot, some teachers were reluctant to take up the job saying, "This is not my specialty." Some individual teachers even wanted to leave the detachment and go back to school on this ground. Through launching revolutionary mass criticism, they came to understand that the teaching research units of the past were demarcated purely according to the sphere of vocational studies. With the teaching research units ever more finely divided, there were ever more courses. The road grew narrower and narrower for the teachers, and they were more and more divorced from politics and production reality. Consequently, it is necessary to change completely the past phenomenon of "single unit" according to Chairman Mao's teaching, "The school term should be shortened and the courses should be simplified." When the detachment of our college at Kuanghua hsien taught surveying for the training course, under the common objective of exploring how socialist universities should be run, the teachers of theoretical mechanics and mathematics joined as tutors, and when the detachment taught farm irrigation engineering, the teachers of surveying, mathematics and building construction mechanics also took part in getting ready material and in coaching work, thus advancing the reform of the curricular setup and preliminarily changing the learning of a "single subject" by the teachers.

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Some Universities Should Be Run in the Countryside

- a suggestion -

by

Huang Hsiang-tung and Lei Chih-chien of
Shihch'engyang Land Reclamation Farm,
Kiangsi Province

We are educated youths sent to the countryside for re-education by poor and lower-middle peasants. The poor and lower-middle peasants often expressed the hope that we would do some scientific and technical work according to the actual need of agricultural production. However, because we were poisoned by renegade Liu Shao-ch'i's counterrevolutionary revisionist line in education while we were in school, the things we have learned are gravely divorced from reality. In order to meet the demand of the countryside for construction at a faster rate, apart from humbly learning from the poor and lower-middle peasants, we suggest that some universities be run in the countryside.

Schools of this kind can be run like the "Anti-Japanese College." In this school the students should study and remold their thought as they do manual work without cutting themselves off from the poor and lower-middle peasants. Those schools with plenty of land may also have some small factories attached to them.

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Two Kinds of Right Diameter, Two Kinds of World Outlook

- a commentary on ideology -

by

Wan Ta

In the process of making exploration in the revolution in education, some universities and colleges sent out many detachments to the production units having something to do with their own specialties to accept re-education on the one hand and to carry out investigation and study on the other. However, views differed as to whether it was necessary to match things according to the diameter of the specialty and what was the diameter to match. One version said: "There is no way to carry out teaching reform if the spots selected are not of the right diameter." Some even said: "Frankly, it is better for us to go back to the laboratory if things are not of the right diameter."

It is essential to have specialties of the right diameter, and the question lies in what objective or attitude is adopted. Why are some people so fond of talking about and perplexed with specialties of the right diameter?

A living idea advanced by a teacher of a certain school has answered this question. He said: "I am already 35 years old and my brain is also less receptive. The spots selected for conducting experiments at present are not of the right diameter. What shall I do in the future if I am not asked to teach what I am familiar with?"

The intellectuals are most seriously poisoned by the revisionist line in education with such things as "private ownership of knowledge," "getting learned in order to be an official" and "relying on books to make a living." Therefore, when the detachment selected a production unit of the right diameter to carry out the revolution in education, some people always hoped that it could entirely match the "diameter" of their own vocational knowledge. They thought that this would make their vocational knowledge useful and there would be a "way out" and "future" for them.

It can be seen from this that on the question of so-called specialties of the right diameter, whether one looks for an outlet for the vocational skill of an individual or for a "way out" for education to serve proletarian politics, socialist revolution and socialist construction reflect the struggle between the bourgeois world outlook and the proletarian outlook. One cherishing the bourgeois object of finding a way out for the individual will land oneself in an impasse, while those who take the proletarian stand and look for a way to serve the people will get through in every case. What is called specialty of the right diameter means first of all ideology of the right diameter and matching the diameter of serving the people. Only by consciously solving "completely" and "thoroughly" the question of serving the people can we correctly handle the question of specialty of the right diameter.

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XIV. The Department of Arts Must Regard the Whole Society As Its Own Factory

(Peking Jen-min Jih-pao, January 18, 1970)

Fundamental Orientation for Reform of Old Liberal Arts College

by

the Workers' Propaganda Team and the PLA Propaganda Team stationed at Shantung Finance-Economics College and the Revolutionary Committee of the College

The great leader Chairman Mao teaches us: "Arts faculties must regard the whole society as their workshop." This great teaching of Chairman Mao points out the fundamental direction which the reformation of old liberal arts colleges must take.

In accordance with this great instruction of the great leader Chairman Mao, Shantung Finance-Economics College, led by a worker-PLA Mao Tsetung thought propaganda team, sent 20 practice-of-educational-revolution teams deep into factories, rural villages and finance-trade agencies to carry out social surveys at various times from November 1968 to May 1969. The College also held at different times three experimental classes in Linghsien, Yen-t'ai and Ch'ihsia, actively carrying out practice of educational revolution. The experimental classes enrolled workers, poor and lower-middle peasants and financial-economic personnel with practical experience. Some of the students of the Finance-Economics College also joined the classes. Through practice of educational revolution, the College has not only trained more than 1,300 finance-economic workers for the area, but also gained some initial experience.

Study of Practical Problems of Chinese Revolution Forms the Core

Chairman Mao teaches us: "As for education of cadres in active service and education in schools for cadres, the study of practical problems of the Chinese revolution should be positively established as the core. The basic principles of Marxism-Leninism should constitute the guiding principles, while the method of static, isolated study of Marxism-Leninism should be abolished." Repeatedly studying Chairman Mao's teaching, we realize that whether a liberal arts college makes the study of practical problems of the Chinese revolution the center of its work or not is a focal point of the struggle between the two classes, two roads and two lines on the question of education in liberal arts college. It bears on the important question as to whether education should serve proletarian politics or bourgeois politics, and what sort of successors should be brought up.

Under the domination of renegade, hidden traitor and scab Liu Shao-ch'i's counterrevolutionary revisionist line for education, the old

Finance-Economics College openly and boldly opposed making the study of curriculum, which included as many as 28 courses of study, was copied from Soviet revisionist and capitalist institutions. In teaching, the bourgeois intellectuals tried to make the courses as mystical and abstruse as possible. Even "The Organization and Technique of Commerce," which could be grasped at a glance, occupied 236 hours of study time because the bourgeois intellectuals would talk about the subject deviously and interminably. All ancient and foreign wares were represented, but they had nothing whatever to do with either socialist revolution or socialist construction. The more they studied, the more stupid the students became. Those who studied accountancy could not cast accounts, those who studied commerce did not know the Party's commercial policy, and those who studied finance could not make up a simple budget and final statement of accounts.

The suffering graduates said with indignation: "There are many courses of study, but they are completely unrelated to the three major revolutionary movements," "In the college one rigidly studies ancient and foreign things and works hard for four years, but what one learns is of no practical use."

In the practice of educational revolution we have severely criticized renegade, hidden traitor and scab Liu Shao-ch'i's counterrevolutionary revisionist line for education, and firmly insisted from beginning to end on making Mao Tsetung thought as the guide and the study of practical problems of the Chinese revolution as the center of our work. At present, the study of practical problems of the Chinese revolution requires the combining of finance-economic education with the struggle-criticism-transformation on the finance-economic front.

What we are doing may be summed up as one red thread and one center. The red thread is putting of Mao Tsetung thought in command of everything, firm grasping of revolutionary mass criticism and repudiation, extensive destruction of Liu Shao-ch'i's counterrevolutionary revisionist line, and extensive establishment of Chairman Mao's proletarian revolutionary line. The one center means that the institution of specialties and contents of courses of study must serve the struggle in the three major revolutionary movements and the struggle-criticism-transformation in finance-economic work. When practical struggle needs a particular kind of personnel, we will institute the particular specialty, and whenever a particular problem has to be solved, we will open the required course of study.

The key problems of struggle-criticism-transformation on the financial-economic front are the main problems of teaching and scientific research of the Finance-Economics College. Any good experience of struggle-criticism-transformation on the financial-economic front is good material for the writing of textbooks for the College.

Chairman Mao teaches us: "Without destruction, there can be no construction." In the course of carrying out practice in educational revolution in the experimental classes, we have carried out reforms on the institution of specialties, curricula, and textbooks in accordance with Chairman Mao's instructions. After the reforms, the agricultural accountancy

specialty of the Finance-Economics College centers on learning from Tachai and reforming the financial-accounting system of rural communes and production brigades or teams. The commercial policy specialty centers on the question of how poor and lower-middle peasants should manage rural trade. The commercial accountancy specialty and industrial accountancy specialty center on the bringing of proletarian politics to the fore, financial management by the masses, and reform of the financial-accountancy system. The banking specialty centers on the study of reform of the system of rural credit cooperatives.

In the past more than one year we have also written 20 kinds of textbooks. The newly written textbooks utterly do away with scholasticism, are less voluminous but highly concentrated, and basically meet the present requirements of socialist revolution and socialist construction.

For example, the old textbook on "Industrial Accounting" consisted of 11 chapters and 61 sections of 370,000 words. In addition, there was a part called "Principles of Accounting" of 170,000 words, which brought the total to 540,000 words. The newly written "Industrial Accounting" combines the old "Industrial Accounting" and "Principles of Accounting" in two chapters and seven sections of a total of 61,000 words, or only one-ninth of the volume of the old textbook. Worker-students who use the new textbook are able to basically grasp three different ways of keeping accounts and the basic technique of accounting and computing in only 50 days.

Again, in the old Finance-Economics College the bourgeois intellectuals held that agricultural accounting was "simple" and would have nothing to do with it, since they argued that it did not belong to the sphere of college-level teaching and scientific research. As a matter of fact, agricultural accounting is an important political problem and one that urgently needs to be solved with regard to the operation and management of people's communes and the control of finance by poor and lower-middle peasants.

Guided by Chairman Mao's revolutionary line, the revolutionary teachers and students, together with the poor and lower-middle peasants, have criticized and repudiated renegade, hidden traitor and scab Liu Shao-ch'i's "expert line" and "scholasticism" in the work of agricultural accounting. The poor and lower-middle peasants complained, saying, "Liu Shao-ch'i was against us. He made the old method of accounting so difficult that we were unable to learn or understand it. Thus he exercised dictatorship over us in financial matters." The complaint and criticism of the poor and lower-middle peasants against Liu Shao-ch'i's counter-revolutionary revisionist line deeply impressed the revolutionary teachers and students.

In the practice of teaching-learning, the revolutionary teachers and students, together with the poor and lower-middle peasants, earnestly summed up the advanced experience in financial-accounting work, assimilated the advanced experience of other places, and formulated a provisional system of accounting for rural communes and production brigades.

Setting aside the inviolable "rules" of old accounting work, the new system of accounting uses the currency unit as a unified standard of computation. Accounts of cash and kind are separately kept, so that it is easy to understand and ascertain what the situation of cash and other supplies is. The poor and lower-middle peasants said, "This system is good. It makes things quite clear and will make it easier for us poor and lower-middle peasants keep house and accounts." The new system of accounting is highly valued by the local revolutionary committees and popular with the poor and lower-middle peasants. The revolutionary committee of Linghsien has popularized the system throughout the hsien. A new system of accounting for rural communes and production brigades, patterned after the above-mentioned system, is also devised in Jungch'eng hsien and other hsien of Yent'ai district.

Chairman Mao teaches us: "Investigation is like a '10-month gestation,' while solution of problem is like 'parturition.' Investigation is a prelude to the solution of problems." The above-mentioned reforms have been undertaken by us on the basis of extensive social investigation. In the course of practice of educational revolution, we have learned from workers, peasants and soldiers and from all personnel who have practical experience, and at the same time received re-education from them. We have also set up bases for teaching-learning and scientific research in advanced units among factories, rural villages, and financial-economic agencies. We work at points and in larger areas, and these points are linked with the areas. On the basis of our investigations, we have put forward a tentative program for educational revolution, and have it tested in the experimental classes. The program was tested in practice to see if it was correct.

Practice shows that study of practical problems of the Chinese revolution as the center of work and implementation of the principle of linking theory with reality will lead to lesser but better work and make education serve proletarian politics.

Revolutionary Mass Criticism and Repudiation Is the Fundamental Task of Liberal Arts Colleges

Chairman Mao teaches us: Students should "also criticize the bourgeoisie." To make society a workshop is to closely relate liberal arts with class struggle in society and with the criticism of the bourgeoisie. Only by developing revolutionary mass criticism and repudiation will it be possible to reform old liberal arts colleges and enable students to truly learn Marxism, Leninism and the thought of Mao Tsetung.

Under the rule of renegade, hidden traitor and scab Liu Shao-ch'i's revisionist line, the old Finance-Economics College did not engage in class struggle but kept the students locked up in the classroom, where they buried themselves in their "academic" studies and research. Thus the more they studied, the more serious they were poisoned. This historical lesson makes us realize profoundly that carrying out or not carrying out revolutionary mass criticism is a question of orientation of the educational revolution. In the course of our practice of educational revolution, we smashed the

sabotage attempts by a small handful of class enemies, overcame all obstructions from the force of old habits, and firmly upheld from beginning to end the revolutionary mass criticism as the basic task.

Some people say, "The situation of the Finance-Economics College is special. If mass criticism is carried out exclusively here, how can the specialties be taught?" But Chairman Mao teaches us: "Ever since the existence of a class society, there have been only two branches of knowledge in this world--one is knowledge of production struggle, and the other is knowledge of class struggle. Natural sciences and social sciences are a crystallization of these two branches of knowledge." Liberal arts (including finance and economics) is concerned with class struggle, and men trained in the Finance-Economics College will be directly in charge of finances. If revolutionary mass criticism is not carried out, the students will not be able to distinguish the socialist road from the capitalist road or Chairman Mao's proletarian revolutionary line from Liu Shao-ch'i's counter-revolutionary revisionist line. Even if they learn their specialties well and can operate the abacus with consummate skill, they will still not be able to serve the proletariat. Thus it may be seen that the emphasis on "finance and economics are special" is only a pretext, the real intention being opposition to revolutionary mass criticism and repudiation.

Some people ask: "Isn't learning the principal concern of the students?" Yes, the main concern of the students is learning, but the question is what should they learn and how should they carry on their studies. Chairman Mao teaches us: "In learning Marxism, one must not learn it only from books. It can be truly learned mainly through class struggle, work practice and contact with the worker and peasant masses." By developing revolutionary mass criticism and repudiation, students will be able to learn and master the thought of Mao Tsetung in the struggle of criticism against the bourgeoisie and in their participation in class struggle in society.

In the course of operating the experimental classes, we carried out revolutionary mass criticism and repudiation throughout our teaching-learning. The concrete method of teaching-learning we adopted consisted of enlightenment, contending and blooming, debating, and conclusion.

In enlightenment, teachers who were workers, peasants and soldiers made enlightenment reports, citing facts of the class struggle in the locality and putting forward the focal points of revolutionary mass criticism, so the students might study Chairman Mao's works with reference to specific problems. In contending and blooming, the teachers and students were organized to contend and blossom in a big way, lifting the lid off class struggle and bringing living ideas to light. In debating, revolutionary mass criticism was unfolded on the basis of contending and blossoming. The revisionist line promoted on the financial-economic front by renegade, hidden traitor and scab Liu Shao-ch'i was criticized and repudiated as well as the reactionary utterances and deeds of the local class enemy, and their poisonous influence was removed. In the drawing of conclusion, the teachers provided

guidance on special topics, while the students wrote conclusions of what they thought.

We developed revolutionary mass criticism not only in the experimental classes, but also together with the workers and poor and lower-middle peasants. The revolutionary teachers and students criticized revisionism. They criticized all the erroneous tendencies and ideas in the Party and the revolutionary ranks that ran counter to Chairman Mao's revolutionary line and policies. They criticized the capitalist tendencies in society, eradicated Liu Shao-ch'i's poisonous influence in the economic sphere, and reformed the system of enterprise management that was not compatible with the socialist economic base. Thirty-one students of the commercial accounting specialty brought to light more than 300 problems on the struggle between the two lines on the commercial front. The students said, "In the past we thought that all we needed do on the commercial front was to handle money with one hand and goods with the other. How could there be any class struggle?" "Nothing is known without exposure, but the exposure is startling."

On the basis of contending, blossoming and debating, the students creatively studied and applied Chairman Mao's works with specific problems in mind and repeatedly criticized renegade, hidden traitor and scab Liu Shao-ch'i's "theory of dying out of class struggle," "material incentive," "profit in command," and such counter-revolutionary preposterous views. In this way, the teachers and students drew a clear line of demarcation between Chairman Mao's proletarian revolutionary line and Liu Shao-ch'i's counterrevolutionary revisionist line, between putting profit in command and socialist accumulation, between the primacy of fulfillment of production targets and socialist planned management, between cash awards in command and material incentive on the one hand and correct handling of the interests among the State, the collective and the individual on the other, etc. Thus they found the main contradiction on the commercial front and made certain the direction of struggle, criticism and transformation.

The worker-peasant students said, "By bringing revolutionary mass criticism to the classroom, teaching-learning activity is made lively and concrete, and Chairman Mao's economic theories are easy to understand, to remember and to apply."

In the practice of educational revolution, following the direction of "Arts faculties must make the whole society its workshop" pointed out by the great leader Chairman Mao, we have produced positive results in actively organizing the revolutionary teachers and students for participation in class struggle in society and in the struggle-criticism-transformation on the financial-economic front, and at the same time in criticizing renegade, hidden traitor and scab Liu Shao-ch'i's counterrevolutionary revisionist line in the College.

However, what we have done is far from enough. Hung-ch'i magazine pointed out in one of its articles, "Liberal Arts Colleges Must Carry Out Revolutionary Mass Criticism": "Revolutionary mass criticism is the basic task of socialist liberal arts colleges as well as an urgent combat task in the current movement to reform old liberal arts colleges." A new upsurge of revolutionary mass criticism is rising in liberal arts colleges. The firing of guns is an order. Holding high the great red banner of the thought of Mao Tse-tung, we must continue to develop revolutionary mass criticism intensively and enduringly in political, economic, ideological and cultural spheres. Let the Finance-Economics College gain a new birth in the revolutionary mass criticism.

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The Road We Must Take in Reforming Old Liberal Arts Colleges

by

the Educational Revolution Unit of
Kwangtung Chungshan University

The great leader Chairman Mao teaches us: "The department of arts must regard the whole university as its own factory."

Through half a year of practice, the class for conducting experiments at a selected spot run by our Department of Arts has come to understand profoundly that taking society as the factory and criticizing and repudiating the bourgeoisie constitute the road we must take in completely reforming old liberal arts colleges and in realizing the ideological revolutionization of the teachers and students.

Prior to our going to factories and the countryside, we also had conducted revolutionary mass criticism. However, because we did not understand very well the new tendencies and characteristics of the class struggle in society, the revolutionary mass criticism carried out lacked depth. After we came to the factories and the countryside, we deeply felt our backwardness and knew that we must rise at once to give pursuit.

For example, when the two newspapers and one magazine of the Center published in August last year the important editorial "Firmly Grasp Revolutionary Mass Criticism," we were learning to do industrial work at Shap'ing. The working class of the place closely followed Chairman Mao's great strategic plan and whipped up a high tide in revolutionary mass criticism. The old workers in particular exposed and criticized and repudiated with boundlessly profound class feelings the class enemies who utilized reactionary anarchism to carry out subversive activities, thus greatly raising the consciousness of the teachers and students in the class struggle and the struggle between the two lines and arousing their revolutionary fighting will. With Chairman Mao's great theory of continuing the revolution under the dictatorship of the proletariat as their sharp weapon,

and renegade, hidden traitor and scab Liu Shao-ch'i as the target, the students of the whole class conducted revolutionary mass criticism and wiped out the reactionary influence of anarchism, the "theory of it is useless to go to school," the "theory of getting learned in order to be an official," and the "theory of cultural work is dangerous" among our ranks. In the course of conducting mass criticism, we also ran together with the workers a mimeographed tabloid to reflect the struggle-criticism-transformation in the factory, and everybody picked up his pen to write a number of critical articles that were stronger in militant character.

Having gone three times to the countryside and once to a factory, we deeply realized that only by taking society as the factory and the class struggle as the principal course, regarding the workers and peasants as our teachers, learning class struggle in the seething class struggle and conducting revolutionary mass criticism can we integrate teaching of liberal arts with the present class struggle and completely change the serious departure of the old department of arts from proletarian politics.

Chairman Mao teaches us: "It is imperative to grasp the class struggle in the ideological sphere." The department of arts is concerned with ideology, the class struggle and revolutionary mass criticism. The socialist liberal arts colleges must assume the task of fostering fighters of the proletariat on the ideological and cultural front and occupy the various positions in the domain of the superstructure with Mao Tsetung thought. However, the old liberal arts colleges confined their students to the classroom which was like the garden of health and happiness for conducting "cultivation behind closed doors," thus causing certain young people to slide toward the revisionist abyss. Even in the case of the worker-peasant-soldier students who had some practical experience and were higher in ideological consciousness, if they did not go to temper and remold themselves in the three great revolutionary movements or consciously make living study and application of Mao Tsetung thought, they likewise could become the captives of revisionist and bourgeois ideas. Socialist liberal arts colleges must work around the fundamental object of "every kind of school work for transforming the thought of the students," overcome all kinds of non-proletarian ideas in the minds of the students and solidly establish the proletarian world outlook. They must take society as the factory, class struggle as the main course and revolutionary mass criticism as the basic task of the department of art before they can foster proletarian personnel, and the students can learn to master Marxism-Leninism-Mao Tsetung thought in the true sense.

On this question we followed a process of understanding. At first, some comrades held that the worker-peasant-soldier students had some practical experience and that it would do so long as their rich perceptual knowledge was upgraded as rational knowledge. They advocated learning more theories.

With this question in mind, we learned Chairman Mao's teaching that "if you want to know revolutionary theory and method, you ought to take part in the revolution." We came to understand that in order to learn Marxism-Leninism-Mao Tsetung thought, we must organize the students to take

part in the current revolutionary mass criticism and the struggle-criticism-transformation movement in society, and to learn and apply them in struggle.

For example, at the time of teaching Chairman Mao's philosophical thinking, we went to the Kuanshan Production Brigade which was in the course of carrying out the struggle-criticism-transformation. We regarded the poor and lower-middle peasants there as our teachers, investigated from all quarters the sharp and complex class struggle at the brigade and the assorted contradictions between the cadres and the masses, among commune members and between one village and another, employed Chairman Mao's materialistic dialectics of "one divides into two" and class analysis method to observe problems, conducted analysis again and again, found out the principal contradictions from among them, and studied how to solve such contradictions. On this basis, we put forward positive suggestions, took the initiative to help the leadership of the place run study courses, carry out revolutionary mass criticism, make propaganda among the masses, organize the masses, create conditions, promote the transformation of contradictions and realize the revolutionary goal. After we returned to the school, we also wrote a number of investigation reports of higher quality. In this way, everybody felt that a bumper harvest had been reaped.

The old liberal arts colleges confined their students to a small world. The condition of the teachers feeding the students with books and concepts and the students learning by rote must be completely changed. The mire of the feudal, bourgeois and revisionist educational systems must be completely cleared away. Under the leadership of the working class, the students should be liberated from their studies and they should brave the stormy class struggle so that the younger generation can be reformed by education and successors to the revolutionary cause of the proletariat can be fostered.

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Gaining a New Lease of Life in Revolutionary Mass Criticism

by

a section of revolutionary teachers and students of the Chinese Language Department of Hunan Normal College

A section of the teachers and students of our Chinese Language Department came to the countryside of Yungshun hsien in West Hunan to take the practice of the three great revolutionary movements as the classroom and the class struggle as the main course and to be re-educated by the poor and lower-middle peasants. In the course of conducting revolutionary mass criticism, we studied Chairman Mao's literary and art thought, carried out the practice of revolution in education and reaped much.

The sustained and deep-going practice of revolutionary mass criticism is one of the most important fighting tasks for the department of arts of a university. The department of arts must gain a new lease of life in revolutionary mass criticism and fighting, and foster staunch fighters of the proletariat in fighting.

We come to understand profoundly that we must carry out revolutionary mass criticism along with the workers, peasants and soldiers and absorb political nourishment from the poor and lower-middle peasants before we can enhance our ability to distinguish fragrant flowers from poisonous weeds. Meanwhile, the vivid facts of the class struggle have provided us with cannon-balls for conducting revolutionary mass criticism and enabled us to aim accurately and make penetrating criticism.

At the time of criticizing and repudiating a reactionary writer, seeing the distorted image of the poor and lower-middle peasants in his works, we immediately recalled to our minds the illustrious image of those poor and lower-middle peasants who had fought together with us in the practice of the three great revolutions. A student employed the touching deeds of an old poor peasant who was steadfast in stand, clearly distinguished love from hate and persisted in taking the socialist road to write a tit-for-tat critical article refuting this reactionary writer. This article was most convincing.

Chairman Mao says: "The question of for whom is a fundamental question, a question of principle." In studying Mao Tsetung thought on literature and art, our most fundamental purpose is to solve the question of world outlook, to serve the workers, peasants and soldiers and proletarian politics and to fight for consolidating the proletarian dictatorship. This is something that cannot be solved by those confined in a modern building. When we studied in school in the past, because we proceeded from one book to another and from one concept to another, we could not comprehend profoundly the revolutionary soul of Mao Tsetung thought on literature and art. By going to the countryside to study together with the poor and lower-middle peasants, Chairman Mao's thought on literature and art in the class struggle, we have gained a deeper comprehension.

Not long ago, twelve of our teachers and students went to a production brigade to do manual work and conduct social surveys. The Party branch secretary of the brigade acquainted us with the current situation of the class struggle and requested us to work in coordination with the broad masses of poor and lower-middle peasants, violently attack a handful of class enemies and the capitalist and feudal forces, and create revolutionary public opinion in a big way. We accepted this combat task, concentrated our strength on investigation and study, and in a very short time wrote and rehearsed more than ten literary and art programs that were closely coordinated with the center and in the service of the current class struggle. When these literary and art programs were staged, they were warmly welcomed by the broad masses of poor and lower-middle peasants and the grassroots cadres.

Having gained such experience ourselves, when we studied Chairman Mao's thought on literature and art again, we found it most cordial. The students said that they gained much more by studying here the question of for whom, the question of stand, the question of attitude, the question of audience and the question of popularization and raising standards mentioned in Chairman Mao's "Talks at the Yenan Forum on Literature and Art" than studying them thousands of times in a modern building in a big city.

Students of liberal arts should regard the pen as their weapon, and in their struggle to consolidate the proletarian dictatorship, they must learn to write. Learning to write means not merely learning the skill of writing, and it is first necessary to transform the world outlook and to pass difficult ideological tests. The students said: In the past, when we read of some works portraying the middle-of-the-roaders, we felt that they were authentic, but when we read of the heroic characters in works, we questioned their credibility and thought that they had been elevated. Now our thoughts and feelings have changed, and we always felt that many works have not portrayed the lofty image of the poor and lower-middle peasants. To portray an hero, we must first learn from the hero and change our thoughts and feelings. This is the common conclusion drawn by all people after undergoing practice.

In the past month, we have written twelve articles on mass criticism, more than 130 newsletters and investigation reports, and fourteen literary and art programs. Steeled in the practice of writing, we have profoundly come to understand that the art of writing must be learned in the practice of the three great revolutions before we can apply the art, pass hard tests and free ourselves from the entanglement of the "method of writing articles" derived from book worship.

We are convinced that the fundamental orientation for the reform of the department of arts is to take society as the factory, the practice of the three great revolutions as the classroom and the class struggle as the main course.

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XV. Liberal Arts Colleges Must Carry Out Revolutionary Mass Criticism

(Peking Jen-min Jih-pao Feb. 11, 1970)

Several Ideological Problems in Development of Revolutionary Mass Criticism

by
Hsü Hsü-wen (徐旭文)

The publication of "Liberal Arts Colleges Must Carry Out Revolutionary Mass Criticism," an ideological commentary in Hung-ch'i magazine, has caused strong repercussions in liberal arts colleges. Liberal arts colleges must unfold revolutionary mass criticism. That is required by further consolidation of the dictatorship of the proletariat, by the thorough reform of the old liberal arts colleges, and by the training of proletarian revolutionary fighters who will assault the positions of the bourgeoisie in the sphere of ideology.

Chairman Mao teaches us: "Arts faculties must make the whole society their workshop." Liberal arts colleges must join in the three major revolutionary movements and criticize the bourgeoisie. Only by so doing will they be able to foster proletarian revolutionary fighters.

The revolutionary mass criticism that is being developed in liberal arts colleges is a violent struggle which will necessarily lead to violent class conflict between new and old ideas. Because they are deeply poisoned by the old liberal arts colleges, some of our comrades entertain muddle-headed ideas of this or that kind concerning the necessity of the development of revolutionary mass criticism in liberal arts colleges. We must deal heavy blows to the fallacies of the bourgeoisie and help some comrades to clear up their muddle-headed thinking.

"As soon as criticism is launched, teachers of old liberal arts colleges will face another misfortunate." These words mean that the spearhead of our revolutionary mass criticism is pointed at those teachers of old liberal arts colleges who have been poisoned. We call the attention of our comrades to the fact that this is a malicious provocation by bourgeois diehards. Their object is to hit us a blow, upset the class line, and obstruct criticism against the old liberal arts colleges. They must be exposed by all revolutionary comrades.

To what is the spearhead of our current criticism directed? It is directed against renegade, hidden traitor and scab Liu Shao-ch'i's counterrevolutionary revisionist line for education, and also against the counterrevolutionary revisionist fallacies spread in the old liberal arts colleges by the "quartet" of Chou Yang, Hsia Yen, T'ien Han and Yang Han-sheng. Who are having a "misfortune" and are filled with anxiety all the time in the face of the violent storm of the current revolutionary mass criticism? They are individual bourgeois diehards and the bourgeois

venomous vipers who are already stiff with cold but are not yet quite dead. As for those teachers who have been poisoned by the old liberal arts colleges, they need not have any misgiving whatever. To them the revolutionary mass criticism is just a baptism of war. Since they have come from the "old fortresses" and feel deeply about the harm done them by the old liberal arts colleges, they should ruthlessly hit back at them and cleanse the poison of the old liberal arts colleges from themselves in the fire of revolutionary mass criticism. So far as the reforming of their world outlook and their resolute following of the road of integration with workers, peasants and soldiers is concerned, this can only do them all good but no harm. There is no "misfortune" at all.

The policy of our Party toward intellectuals is a policy of uniting with, educating and reforming them. We welcome all intellectuals who are willing to make revolution and accept socialist reform to make what contribution they can toward the proletarian educational revolution. We will continue to pursue this policy in revolutionary mass criticism. The masses of people willing to make revolution and support socialism must "unite and deal with the enemy together." Once this point is made clear, the scheme of the agitators will fail.

"Revolutionary mass criticism is fragmentary beating and knocking. Only systematic study of some basic theories is a long-term plan." This is muddled thinking on the part of some comrades.

What are basic theories for a liberal arts college? They are Marxism, Leninism, Mao Tsetung thought, and the great works of Chairman Mao. And revolutionary mass criticism is exactly a big classroom for living study and application of Mao Tsetung thought. The launching of revolutionary mass criticism is a serious class struggle between the proletariat and the bourgeoisie. To win victory in this struggle, we must not relax our living study and application of Mao Tsetung thought for a single moment, but must reform our world outlook and increase our ability to distinguish fragrant flowers from poisonous weeds. But how do we study? Can we do it by shutting ourselves in the "academy" such as an old liberal arts college? No, we cannot. We can truly learn Mao Tsetung thought only in the practice of class struggle and in the storm of the fight to criticize the bourgeoisie.

Under the dictatorship of the proletariat, the class enemy's attack on us will always develop in all spheres and often take a tortuous and concealed way. So our criticism must also be made freely in all spheres. What we do not know we must learn, and what we are not familiar with we must try to master. By taking part in revolutionary mass criticism and learning to make war by making war, we shall learn skills of waging struggle against the bourgeoisie. How can we say that this is "fragmentary beating and knocking"?

The glorious revolutionary mission of the proletariat is to criticize the bourgeoisie and wipe out the system of exploitation of man by

man from the earth, so the whole of mankind may be liberated. That alone is the long-term plan of the proletariat. How can there be any "long-term plan" without criticism of the bourgeoisie and without the far-reaching object of liberation of all mankind?

The so-called "systematic study of basic theories" advocated in the past by Lu Ting-i and Chou Yang is completely contrary to the thought of Mao Tse-tung. They voiced the preposterous view that liberal arts colleges must "lay a comprehensive foundation," "instill fully," "lead to the main road," etc., because they wanted to strangle the proletarian revolutionary spirit of arts teachers and students under the banner of "comprehensive" and "systematic" education and prevent them from taking part in the practice of class struggle, so they might unknowingly, "totally" and "systematically" slide down the slough of revisionism. Such "systematic" education is not a "long-term plan" at all, but a plot of the bourgeoisie to harm people. Did we not have such lessons frequently in the past? Today we must thoroughly criticize these things. How can we fall into the same trap?

"The old system of arts departments has really been criticized to a certain extent in the three years of the great proletarian cultural revolution. But is such criticism enough? No, it is not enough. Can educational revolution with regard to liberal arts be carried out without revolutionary mass criticism? No, it cannot!

Such odd things have happened in educational revolution in some schools: An arts teacher gave a lesson to some worker-peasant-soldier students who came to take part in the arts educational revolution in the school. Having returned to their units, the worker-peasant-soldier students found that what the teachers taught was the same stuff favored by Chou Yang, chief of the revisionist black line for literature and art.

Then there was a comrade of an arts educational revolution practice team who went to the countryside and saw a "theatrical performance" there that vilified the model revolutionary plays, but who did not wake up to the fact till it was pointed out to him.

What do these facts tell us? They tell us that without properly grasping revolutionary mass criticism, an arts college will never be able to distinguish between the correct orientation of liberal arts reform and the attempt of the bourgeoisie to come back in a new form.

Some revolutionary teachers and students joined in the educational revolution with great revolutionary fervor, but they unwittingly follow the same road of the old liberal arts colleges. Some may even mistake arsenic for honey and recommend it to the workers, peasants and soldiers who are taking part in the educational revolution.

By do doing, are they not poisoning the worker-peasant-soldier students? Is that not a very grave danger?

Old things will always try to recover and consolidate their position in newborn forms. Without grasping revolutionary mass criticism, we shall be unable to recognize the many old things that reappear in new forms. "There is no construction without destruction, no flowing without damming, no movement without stopping." Because we want to create completely new socialist liberal arts colleges, it is all the more necessary for us to grasp closely criticism against the old liberal arts colleges. How can we slacken our criticism in depth against these old liberal arts colleges merely because "they have been criticized in the past"?

"It is necessary to carry on criticism. But I am not familiar with the 'quartet'..." said some comrades. Are they really not familiar with the foursome? No, that is not correct. As everybody knows, the "quartet" have exercised extremely strict control on the old liberal arts colleges for a long time. Their black hands stretched deep into all departments of the old liberal arts colleges. Nearly everything--from the principles to the content of teaching, from the selection of textbooks to the recommendation of extracurricular reading matter--had to pass through the hands of Chou Yang and the others of the "quartet." Did some people not highly treasure the little notes written to them on the spur of the moment by one of the "quartet" in the past? Even now, do not some people still highly admire the counterrevolutionary literary theories of the "quartet" and their numerous counterrevolutionary poisonous weed works?

Thus it may be seen that the stuff of the "quartet" is far from being "unfamiliar" in the old liberal arts colleges. On the contrary, it is quite familiar there. Why then do some comrades now feel that it is "unfamiliar" to them? Here the old saying applies: "One who stays in the fish market long enough will not find the smell offensive." They are poisoned by the "quartet" but are not aware of their own disease. That is very dangeroud indeed. It all shows how necessary it is to the old liberal arts colleges to criticize the "quartet". Those comrades who declare they are not familiar with them should wake up quickly and check themselves for the poison that they have received.

We are very happy to see that the broad masses of revolutionary teachers and students of arts departments are sweeping aside all obstacles to revolutionary mass criticism, holding high the great banner of revolutionary mass criticism, and fighting in the battlefield and opening fierce fire on the "quartet." Like the worker-peasant-soldiers writing teams, the broad masses of revolutionary teachers and students of arts departments are being organized, and, in accordance with Chairman Mao's teaching, are learning to make war by making war, combining theory with practice, and making the criticizing of the bourgeoisie their life-long fighting task. As the words of "The Internationale" say, "Quick, fire the oven a bright red; Success can be ours only if we strike the iron while it is still hot." Let us fire the oven of revolution even redder, sing our war song loudly, and win new victories in the proletarian educational revolution!

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Create New Liberal Arts Colleges Amid Revolutionary Mass Criticism

by

the Revolutionary Mass Criticism Group of the Chinese Language Department of Nanking University

When considering the importance of revolutionary mass criticism, we must firmly keep in mind Chairman Mao's teachings and start from the actual situation of the class struggle before we can understand it profoundly enough.

The great leader Chairman Mao teaches us, "A particular culture (culture as an ideological form) is a reflection of the politics and the economy of a particular society, but in turn greatly influences and acts upon the politics and the economy of that particular society."

Before the liberation, liberal arts colleges used to foster and train running dogs and slaves for imperialism and the feudal classes, and were stubborn bastions in which imperialist culture and the semi-feudal culture "formed a cultural reactionary alliance to oppose the new culture in China."

After the liberation the political and economic foundations of the reactionary classes were destroyed, but the class struggle between the proletariat and the bourgeoisie remained acute and violent in the ideological sphere. Liberal arts colleges were still under the firm control of the ideology and culture of the exploiting classes who had been in a ruling position for several thousand years. They were still under the dictatorship of an anti-Party, anti-socialist black line that was antagonistic to the thought of Mao Tse-tung.

The principal representatives of this black line, the "quartet" of Chou Yang, Hsia Yen, T'ein Han and Yang Han-sheng, held high a "red flag" to oppose the red flag and played counter-revolutionary two-faced tricks. In the colleges there was a course in "Mao Tse-tung's thoughts on literature and art," but the lectures were filled with the black words of Chou Yang and company. There was a series of books known as "reference works of Mao Tse-tung literature and art," but they included the black writings of Chou Yang and company. The Proletarian Revolutionary Literature of the Era of Left-Wing Federation, which exercised extensive poisonous influence in the Department of Chinese, was written directly as a monument to the "quartet" of Chou Yang, Hsia Yen, T'ien Han and Yang Han-sheng.

In accordance with the wishes of Chou Yang, K'uang Ya-ming, renegade, hidden traitor and scab Liu Shao-ch'i's agent in our University, carried out extensive feudal-capitalist-revisionist "teaching material

development." He also laid down a series of revisionist guidelines for teaching in the arts faculty. With the "magic cordon" of so-called "three-basic, four-character, and five-barriers" (i.e., basic theories, basic knowledge, basic skills; systematic character, comprehensive character, logical character, scientific character; theoretical barrier, teaching barrier, language barrier, foreign language barrier, scientific research barrier), he bound the body and heart of the teachers and students and strove to separate the young people from the three major revolutionary movements of class struggle, production struggle and scientific experimentation, so they might bury themselves completely in their studies, be unable to make out their direction and distinguish right from wrong, and become stupid and revisionist.

Afriad that the landlords and the bourgeoisie might become extinct, the university authorities hastened to bring up successors for them. Under the pretext of "emergency rescue of legacy," they employed at a high salary a feudal leftover from a dark corner, who was concerned only with the teaching of some instruments and singing. They replaced class relationship with the feudal relationship between teacher and pupil, arbitrarily ordering young people to form pairs with bourgeois reactionary "authorities." They advocated "putting professionalism in command" and "intellectual development first," and using bourgeois fame and gain as bait, induced the teachers and students to take the white and expert road of personal endeavor and become sacrifices to the landlord class and the bourgeoisie.

The following case, which should be a warning to all, occurred in our Department of Chinese. Two so-called "professional aces" were asked to stay in the Department for "advanced studies" after their graduation, and subsequently were accepted as members of the Party. One of them, rated a "red and expert" "pace-setter," was promoted without precedent in the University and had his salary raised, so he might be "fostered" as a "key" man. Deeply poisoned by feudalism, capitalism and revisionism, the two men became extremely hostile to the Party and socialism. They wrote many reactionary articles and reactionaries diaries, and finally both became scum scorned by mankind. What a profound lesson that was!

The old liberal arts colleges were bases from which Liu Shao-ch'i, Chou Yang and company schemed their counterrevolutionary restoration in a big way. They were called "classical academies" where students might "study behind closed doors" and "institutions of learning" where "the way was taught and knowledge imparted." But that was pure nonsense designed to deceive people.

In the violent struggle between bourgeois restoration and proletarian counter-restoration, liberal arts colleges are advance posts in the life-and-death struggle between the two classes. The old liberal arts colleges have become an instrument of bourgeois dictatorship and "beachheads" in the hands of the bourgeoisie, from which volleys of overt and covert shots are fired at us. The proletariat must storm and destroy these beachheads.

Destruction means criticism and revolution. Chairman Mao teaches us: "Without destruction there can be no construction; without damming there can be no flow; without stopping there can be no movement." This is revolutionary dialectics. Without thoroughly destroying the feudal, capitalist and revisionist old liberal arts colleges, there will be no brand-new socialist liberal arts colleges.

We must realize that the ideas of the exploiting classes of the past several thousand years and the poisonous influence of the "quartet" have exerted a profound influence on the old arts faculties. "In capturing bandits, first capture their leader." We must criticize and completely discredit the "quartet" in Lu Hsun's thoroughly revolutionary spirit of "hitting the dog already in the water." We must criticize and bring to complete disrepute Liu Shao-ch'i, the general backstage boss of the black line of literature and art from the nineteen thirties to the nineteen sixties, as well as their ancient patriarch, feudal mummy Confucius. The so-called "Great, Supreme Sage," "Revered Teacher of the Generation," "The Patriarch," "The Old Man," and "men of mettle" must be subject to thorough revolutionary mass criticism by using the powerful ideological weapon of Mao Tse-tung's thought.

Let us ask: If "all-people literature and art" and the black "eight theories" are not criticized till they fall in the Department of Chinese, how can the staff and the students distinguish between Chairman Mao's revolutionary line for literature and art and Liu Shao-ch'i's revisionist black line for literature and art? How can they give and take lessons and write textbooks? If the reactionary system of thought that "reverse everything foreign and everything ancient" is not toppled through criticism and the so-called "abstract inheritance," "everlasting cultural traditions," etc., are not swept clean, how can we know which is the essence and which the dross? How can we make "the ancient serve the present and the foreign serve the Chinese" and "put aside the old in order to make way for the new"? If the old lair of the counterrevolutionary revisionist black line for literature and art is not destroyed and its old root is not pulled up, how can the old liberal arts colleges be liberated from the spiritual fetters of the old way of thinking and the old culture of several thousand years? How can the old liberal arts colleges really gain a new life?

The wild storm of revolutionary mass criticism is raging, roaring forward. Are we to continue to make revolution or stop in fear, go on attacking or recoil and run away? This is a question of standing on the right or the wrong side in the violent struggle between the two lines.

Some people in our liberal arts colleges are indifferent to the life-and-death struggle between the two classes in the ideological sphere. A small number of teachers still cherish their fragmentary learning and confine themselves to the small circle of their own specialties, thinking that the revolutionary mass criticism does not concern them in the least. A few of them, doing nothing all day long, are preoccupied with their own gain or loss and their future, idling away their time in speculation.

There are still others who find pleasure in reading poisonous weeds. They are absorbed in them, unable to distinguish between what is fragrant and what is foul smelling, and becoming almost prisoner of bourgeois ideology. "Where a carriage has overturned should be a warning to other carriages that follow it." In the past 17 years renegade, hidden traitor and scab Liu Shao-ch'i's revisionist line for education has caused a number of people to slide unknowingly into the slough of revisionism. Have we not seen enough of these instances?

Never ignore the class struggle in the realm of ideology! We must not relax our fighting morale in the least! "Ten thousand years is too long. Seize the day and seize the hour!" We should take up the weapon of revolutionary mass criticism, quickly change our own spiritual aspect, and spurring our horses, go to the battlefield. Using the thought of Mao Tse-tung as our weapon in revolutionary mass criticism, we should know the fragrant flowers from the poisonous weeds, distinguish the true, the good and the beautiful from the false, the bad and the ugly, and learn the difficult skill of exercising total dictatorship over the bourgeoisie in the realm of ideology and culture. Let us hold tightly the pen, defend the seal of power, and carry out sentry and patrol duties and fight for the proletarian political power in the realm of ideology.

The feudal, capitalist and revisionist "academies" can only foster bourgeois spiritual aristocrats and defenders of bourgeois morals. Only the revolutionary, critical, fighting way, the way of "combining theory with practice," and the way of "learning to make war by making war" is the basic way to build socialist liberal arts colleges and bring up proletarian revolutionary fighters.

In an ideological comment entitled "Liberal Arts Colleges Must Engage in Revolutionary Mass Criticism," Hung-ch'i magazine calls on us to launch an attack on the "hereditary domains" of the ideology and culture of the exploiting classes. In the fierce fire of revolutionary mass criticism, we must thoroughly reform the old, "academy"-type liberal arts colleges, build socialist liberal arts colleges, and make them fighting positions where we may study and practice Mao Tsetung thought and criticize the bourgeoisie.

Holding high the banner of revolutionary criticism, let us greet the birth of socialist liberal arts colleges with practical fighting action!

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Without Conducting Revolutionary Mass Criticism, We Understand Not the Revolution in Education

by

the Revolutionary Mass Criticism Group of Tsinghai Normal College

"Liberal Arts Colleges Must Carry Out Revolutionary Mass Criticism," a commentary on ideology in the Hung-ch'i magazine, has put forward the urgent combat tasks of the present for liberal arts colleges.

We deeply feel that liberal arts colleges can move forward in the correct direction only by following the proletarian line of revolution in education, general and specific policies and methods that have already been put forward by Chairman Mao, and taking them as weapons for opposing the counterrevolutionary revisionist line of revolution in education and the bourgeois ideological systems in various branches of learning, and for conducting revolutionary mass criticism. The experience gained by our college in the revolution in education proves that without conducting revolutionary mass criticism, we understand not the struggle between the two classes, the two roads, the two lines on the cultural and educational front and in all academic spheres as well as the revolution in education.

However, because the pernicious influence of the counterrevolutionary revisionist line in education has not been wiped out, there are up to now still some people who yearn for the past "seclusion" of "studying behind a close door" and deliberately spread some negative arguments saying that "things criticized again and again are almost the same."

Is it true that all revolutionary mass criticisms are "almost the same"? No. Chairman Mao teaches us again and again: "In the politico-ideological sphere, it will take a fairly long period of time to decide the issue in the struggle between socialism and capitalism." In the past, the revolutionary mass criticism conducted by our college was limited only to criticizing and repudiating revisionist education as a whole. Since the feudal, bourgeois and revisionist ideological systems in the sphere of the various departments of liberal arts have basically not been touched, we should thoroughly criticize and repudiate them to get rid of their pernicious influence. For example, although Kairov's revisionist fallacies on education are most harmful, yet we have just commenced to criticize and repudiate them, and their pernicious influence are far from having been wiped out. Some people show no concern for the class struggle and the struggle between the two lines and merely want "regular" [education] so that they may "study properly." Aren't these ideas a reflection of the pernicious influence of Kairov's "intellectual culture first"? Chou Yang, Hsia Yen, T'ien Han and Yang Han-sheng have written so many sinister articles and concocted so many novels and films that are poisonous weeds, but we have not vigorously criticized and repudiated them. The revolutionary mass criticism is not "almost the same," but must be carried out to greater depth until the system of man exploiting man has been eliminated in the whole world and the whole mankind is liberated.

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